



CITY OF CAPE CORAL CHARTER SCHOOL AUTHORITY

PUBLIC NOTICE

The City of Cape Coral Charter School Authority will consider the adoption, amendment, or repeal of the proposed NEOLA Policies listed below at a Regular Governing Board Meeting on Tuesday, August 15, 2023 at 5:30P.M., in Cape Coral Council Chambers, 1015 Cultural Park Blvd., Cape Coral, Florida 33990.

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Book	Policy Manual
Section	Vol. 23, No. 2, Jan. 2023 - Revisions
Title	ORIENTATION
Code	po0142.3 jc 5/22/23
Status	
Adopted	April 12, 2016

0142.3 - **ORIENTATION**

The Governing Board believes that the training preparation of each Board member for the performance of Board duties is essential to the effectiveness of the Board's functioning. The Board shall encourage each new Board member to understand statutory roles, responsibilities, and the functions of the Board, acquire knowledge of matters related to the operation of the schools, and learn Board procedures. ~~Upon appointment,~~ Accordingly, Each new Board member shall receive or be provided electronic access for use during his/her term on the Board:

- A. the current budget statement, audit report, and related fiscal materials, ~~and~~
- B. copies of the various charters and the Ordinance.
- C. a copy of Florida's Public Records Act, Florida's Government-in-the-Sunshine Law, and the most recent edition of the Government-in-the-Sunshine Manual (or similar publication) published by the Florida office of the Attorney General;

The Superintendent shall provide an orientation program for newly appointed Board members to commence as soon as possible after their new term begins. This orientation shall reflect, among other things, the purpose and role of the Board, the conduct of individual Board members, an overview of educational programs, and a review of Board rules and policies.

The Board shall encourage the attendance of each new Board member at orientation and training meetings.

Last Modified by Jacquelin Collins on May 22, 2023

Book	Policy Manual
Section	Vol. 23, No. 2, Jan. 2023 - Revisions
Title	TRAVEL AND PER DIEM
Code	po0147.1 jc 5/22/23
Status	
Adopted	February 9, 2021
Last Revised	March 9, 2021

0147.1 - TRAVEL AND Expenses ~~PER DIEM~~

Members of the Governing Board have a duty to promote the best interests of the CCCCSA and are expected to engage in meaningful professional development to enhance their leadership abilities and fulfill their responsibilities. In doing so, members of the Board may need to travel from time-to-time in the county, out of the county, and/or out of the State.

Members of the Board seeking reimbursement for travel must utilize CCCCSA-approved forms.

In-County Travel

Travel on official business performed within Lee County by members of the Board shall not be reimbursed.

~~Reimbursable in-county travel for members of the Board is defined as that travel performed as part of a Board member's duties.~~

Out-of-County Travel (Within the State of Florida)

Expenditures for travel outside the CCCCSA or for cellular phones, cellular phone service, personal digital assistants, or any other mobile wireless communication device or service, including text messaging, whether through purchasing, leasing, contracting, or any other method, are not permitted ~~if any of the financial conditions outlined in F.S. 1011.051, and as set forth in Policy 6233, exist.~~

~~If such~~ a financial condition does not ~~not~~ exist, when approved in advance, expenses for out-of-county travel for members of the Board members shall be paid at the rate allowed by State law. Copies of receipts for lodging, transportation, tolls, registration fees, and parking must be attached to the traveler's request for reimbursement.

Travel outside the county that exceeds \$500.00 requires prior approval by the Board to confirm that such travel is for official business of the CCCCSA and complies with rules of the State Board of Education.

Out-of-State Travel

Expenditures for travel outside the State or for cellular phones, cellular phone service, personal digital assistants, or any other mobile wireless communication device or service, including text messaging, whether through purchasing, leasing, contracting, or any other method, are not permitted if any of the financial conditions outlined in F.S. 1011.051, and as set forth in Policy 6233, exist.

If such a financial condition does not exist, when approved in advance, expenses for out-of-State travel for members of the Board shall be paid at the rate allowed by State law.

Any request by a member of the Board member to travel outside of Florida must include an itemized list detailing all anticipated travel expenses including, but not limited to, the anticipated costs of all means of travel, lodging, and subsistence. The public shall have an opportunity to speak on any member of the Board specific travel agenda item prior to the Board taking action on whether to approve or deny the travel request.

Travel Costs Paid or Reimbursed from Federal Funds

Travel payment and reimbursement provided from Federal funds must be authorized in advance and must be reasonable and consistent with the CCCCSA's travel policy and administrative guidelines. For travel paid for with Federal funds, the travel authorization must include documentation that demonstrates that (1) the participation in the event by the individual traveling is necessary to the Federal award; and (2) the costs are reasonable and consistent with the CCCCSA's travel policy.

Commercial airfare costs in excess of the basic least expensive unrestricted accommodations class offered by commercial airlines are unallowable except when such accommodations would (1) require circuitous routing; (2) require travel during unreasonable hours; (3) excessively prolong travel; (4) result in additional costs that would offset the transportation savings; or (5) offer

accommodations not reasonably adequate for the traveler's medical needs. Instances of commercial airfare cost in excess of the basic least expensive unrestricted accommodations class must be justified and documented on a case-by-case basis.

To the extent that the CCCCSA's policy does not establish the allowability of a particular type of travel cost, the rates, and amounts established under 5 U.S.C. 5701-11, ('Travel and Subsistence Expenses; Mileage Allowances') must apply to travel under Federal awards.

[x] Participation in Virtual Trainings and Conferences

Similar to in-person trainings and conferences, participation by a Board member in a virtual training or conference is defined as official business performed as part of a Board member's duties when all of the following apply:

- / The main purpose of the virtual training or conference is in connection with the official business of the District and directly related to the performance of the statutory duties and responsibilities of the Board member participating.
- £ The virtual training or conference provides a direct educational or other benefit supporting the work and public purpose of the participating Board member.
- ¢ The duties and responsibilities of the participating Board member are compatible with the objectives of the virtual training or conference.

Any request by a member of the Board to participate in a virtual training or conference must include an itemized list detailing all anticipated expenses including, but not limited to, the anticipated costs of registration and meeting materials.

[DRAFTING NOTE: Select one (1) of the following options.]

[] Option #1

Board members must seek prior approval from the Board at a publicly-noticed Board meeting prior to incurring any costs to participate in a virtual training or conference.

[END OPTION 1]

[x] Option #2

Expenses for participation in virtual trainings and conferences that exceeds (x) \$500 (-) _____ **[END OF OPTION]** requires prior approval by the Board to confirm that such participation is for official business of the District and complies with rules of the State Board of Education.

[END OF OPTION 2]

If a financial condition pursuant to F.S. 1011.051 does not exist, when approved in advance, expenses for participation in a virtual training or conference for members of the Board shall be reimbursed at the rate allowed by State law.

[END OF OPTIONAL SECTION]

Revised 3/9/21

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[F.S. 112.061](#)

[F.S. 1001.39](#)

[F.S. 1011.051](#)

[F.A.C. 6A-1.056](#)

[2 C.F.R. 200.474](#)

Last Modified by Jacquelin Collins on May 22, 2023

Book Policy Manual
Section Vol. 23, No. 2, Jan. 2023 - Revisions
Title ORGANIZATIONAL MEETING
Code po0151 jc 5/22/23
Status
Adopted April 12, 2016

0151 - ORGANIZATIONAL MEETING

~~The Governing Board shall organize annually in the August meeting. The Board shall, at the organizational meeting, designate a day, place, and time for regular and special meetings.~~

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[x] OPTION 1

The Board shall, at the organizational meeting, designate a day, place, and time for regular and special meetings.

[END OF OPTION 2]

[x] Appointments

Appointments to be made at the organizational meeting shall be addressed as follows:

(x) the Chair shall appoint members as may be necessary to the various organizations, committees, and/or councils as may be required by law, Board policy, or as desired by the Board.

(x) the Board will provide for the selection of members as may be necessary to the various organizations, committees, and/or councils as may be required by law, Board policy, or as desired by the Board.

(x) the Board will reach a consensus in the selection of members as may be necessary to the various organizations, committees, and/or councils as may be required by law, Board policy, or as desired by the Board.

(x) the Board members shall discuss the need or necessity for Board members to participate in various organizations, committees, and/or councils as may be required by law, Board policy, or as desired by the Board and determine appropriate representation.

[END APPOINTMENTS SECTION]

[END VALUE ADJUSTMENT BOARD SECTION]

The School Board shall organize by electing a Chair and Vice-Chair. In an election year, the organizational meeting shall be on the third Tuesday after the first Monday in November. In non-election years, the date of the organizational meeting shall be set so that the public notice required by law can be provided.

Book	Policy Manual
Section	Vol. 23, No. 2, Jan. 2023 - Revisions
Title	Rescinded by Law APPOINTEES
Code	po0153 jc 5/22/23
Status	
Adopted	April 12, 2016

~~0153 APPOINTEES~~

~~The Governing Board shall reach consensus in the selection of members as may be necessary to the various organizations, committees, and/or councils as may be required by law, Board policy, or as desired by the Board.~~

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Book	Policy Manual
Section	Vol. 23, No. 2, Jan. 2023
Title	Rescind Bylaw - Vol. 23, No. 2, Jan. 2023 - MOTIONS
Code	po0154V1
Status	From Neola

Rescind Bylaw - Vol. 23, No. 1

~~0154V1~~ **MOTIONS**

~~The School Board shall, at the organizational meeting, designate a day, place, and time for regular and special meetings.~~

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Last Modified by Frankie St James on March 4, 2023

Book	Policy Manual
Section	Vol. 23, No. 2, Jan. 2023
Title	Rescind Bylaw - Vol. 23, No. 2, Jan. 2023 - MOTIONS
Code	po0154V2
Status	From Neola

Rescind Bylaw - Vol. 23, No. 2

0154V2 - MOTIONS

~~The School Board shall, at the organizational meeting,:~~

- A. ~~(-) designate a newspaper(s) published in the District as the official newspaper(s), and if there is no such newspaper, one (1) which is published in the county or State and circulates in the District;~~
- B. ~~(-) designate a day, place, and time for regular meetings which shall be held at least once every two (2) months;~~
- C. ~~(-) determine a fee charged to individuals requesting copies of the schedule of meetings, agenda, or notice of individual meetings;~~
- D. ~~(-) designate a day for regular informal work sessions of the Board, which shall be public;~~
- E. ~~(-) adopt existing bylaws and policies for its own operation and the operation of the school system; (See Bylaw 0131 of these bylaws)~~
- F. ~~(-) readopt continuing contracts and agreements of the Board where continuation is not authorized by law;~~
- G. ~~(-) recognize majority bargaining agents;~~
- H. ~~(-) join a membership association;~~
- I. ~~(-) adopt a calendar which shall exist only for the administrative convenience of the Board and shall not serve either to validate or void any Board action;~~
- J. ~~(-) certify the number of students for purposes of establishing a Service Fund.~~

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Legal F.S. 617.221

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Book	Policy Manual
Section	Vol. 23, No. 2, Jan. 2023 - Revisions
Title	DESIGNATION OF A NEW POSITION
Code	po1111 jc 5/24/23
Status	
Adopted	April 12, 2016

1111 - DESIGNATION OF A NEW POSITION

The Governing Board recognizes the need to establish positions that, when filled by competent, qualified administrative staff members, will assist the Authority in achieving the educational goals set by the Board. The Authority employs only U.S. citizens and others lawfully authorized to work in the United States.

~~The Superintendent shall verify all new full-time and part-time employees' right to work in the United States according to Federal law.~~

Subject to the recommendation of the Superintendent, the Board shall designate new positions pursuant to the job description development in accordance with Policy 1600 and set the initial salary for new positions.

[**x**] When designating new positions, primary consideration shall be given to:

- A. () the number of students enrolled;
- B. () the special needs of the community;
- C. (**x**) the special needs of the students;
- D. (**x**) the operational services of the District.

E. () _____.

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Legal	8 U.S.C. 1255a
	F.S. 1001.42, 1012.22, 1001.42(5)
	Federal Immigration Reform and Control Act of 1986

Last Modified by Jacquelin Collins on May 24, 2023

Book	Policy Manual
Section	Vol. 23, No. 2, Jan. 2023 - Revisions
Title	BACKGROUND SCREENING AND EMPLOYMENT HISTORY CHECKS
Code	po1121.01 jc 5/22/23
Status	
Adopted	April 12, 2016
Last Revised	November 18, 2022

1121.01 - ~~CRIMINAL~~ BACKGROUND SCREENING AND EMPLOYMENT HISTORY CHECKS

The safety of its students is of paramount importance to the Authority. Consistent with this concern for student safety, and in compliance with Florida law, the Authority requires that, prior to initial employment, or re-employment if there has been a break in service, all candidates for all administrative positions shall be subject to a criminal background screening to determine eligibility for employment. Additionally, the Superintendent shall verify all new full-time and part-time employees' right to work in the United States according to Federal and State law.

The application for employment shall inform the applicants that they are subject to criminal background screening and employment history check.

The cost of the background screening, with the exception of fingerprinting, related to initial employment or re-employment after a break in service will be borne by the Authority.

Background screenings, including all fingerprint requirements, shall be conducted in accordance with F.S. 435.12 and F.S. 1012.32.

If it is found that a person who is employed as an administrator does not meet the screening requirements, the person shall be immediately suspended from working in that capacity and shall remain suspended until final resolution of any appeals.

A person who is found ineligible for employment under F.S. 1012.315, or otherwise found through background screening to have been convicted of any crime involving moral turpitude as defined by rule of the State Board of Education, shall not be employed, engaged to provide services, or serve in any position that requires direct contact with students. For purposes of this policy, 'convicted' means that there has been a determination of guilt as a result of a trial or the entry of a plea of guilty or nolo contendere, regardless of whether adjudication is withheld, and includes an adjudication of delinquency of a juvenile as specified in F.S. 943.0435.

Individuals whose fingerprints have not been retained by the FDLE must be re-fingerprinted and re-screened upon re-employment or re-engagement to provide services as an administrative staff member in order to comply with the law.

Furthermore, before employing an administrator in any position that requires direct contact with students, the Superintendent shall conduct employment history checks of each of the candidate's previous employer(s), review each affidavit of separation from previous employers pursuant to F.S. 1012.31, screen the candidate through use of the educator screening tools described in F.S. 1001.10(5), and document the findings. If unable to contact a previous employer, the Superintendent shall document efforts to contact the employer (F.S. 1012.27(6)). Background screenings for these candidates must also comply with the requirements of F.S. 1012.465 or F.S. 1012.56 (whichever is applicable).

Pursuant to State law, all administrators employed by the Authority must self-report arrests for serious offenses (see AP 1121.01).

Additionally, the fingerprints of all administrators who are employed by the Authority and have no break in service must be re-submitted to the FDLE and to the FBI every five (5) years so that subsequent Statewide criminal and juvenile records checks and Federal criminal records checks can be completed as required by law.

The information contained in reports received from the FDLE and the FBI is confidential.

Although permissible by State law, the Authority will not share information received as the result of the criminal background check with other school districts.

Furthermore, if information received as a result of the criminal history records check indicates that a certificated administrator has been convicted of certain crimes enumerated by law, the Superintendent must report this information to the Florida Department of Education per Policy 8141 - *Mandatory Reporting of Misconduct by Certificated Employees*.

Revised 8/14/18
Revised 12/14/21

Revised 11/18/22

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F.S. 435.09

F.S. 435.12

F.S. 943.0435

F.S. 943.059(4)(a)

F.S. 1001.41

F.S. 1001.42

F.S. 1012.23

F.S. 1012.27

F.S. 1012.315

F.S. 1012.32

F.S. 1012.465

F.S. 1012.56

F.A.C. 6A-10.083

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Book	Policy Manual
Section	Vol. 23, No. 2, Jan. 2023 - Revisions
Title	STANDARDS OF ETHICAL CONDUCT
Code	po1210 jc 5/22/23
Status	
Adopted	April 12, 2016
Last Revised	February 9, 2021

1210 - STANDARDS OF ETHICAL CONDUCT

~~For purposes of this policy, the term 'administrator' means all certificated and non-certificated administrators.~~

~~An effective educational program requires the services of men and women of integrity, high ideals, and human understanding.~~

~~The Governing Board hereby establishes the ethical and disciplinary principles set forth in the Florida Administrative Code as the *Principles of Professional Conduct of the Education Profession in Florida* as the Authority's standards of ethical conduct and requires all administrators to adhere to them.~~

~~No administrative staff member shall have any interest, financial, or otherwise, direct or indirect, engage in any business transaction or professional activity, or incur any obligation of any nature which is in substantial conflict with the proper discharge of his/her duties in the public interest. (see also Policy 1129, Conflict of Interest)~~

~~No administrative staff member shall solicit or accept anything of value including a gift (See F.S. 112.312), loan, reward, promise of future employment, favor, or service, based upon an understanding that the vote, official action, or judgment of the administrator would be influenced thereby.~~

~~All administrators shall be required to complete training on the standards established herein upon employment and annually thereafter.~~

[CHOOSE OPTION #1 OR OPTION #2]

[] Option #1

Administrators shall be guided by and adhere to the following ethical principles:

- / The administrator values the worth and dignity of every person, the pursuit of truth, devotion to excellence, acquisition of knowledge, and the nurture of democratic citizenship. Essential to the achievement of these standards are the freedom to learn and to teach and the guarantee of equal opportunity for all.
- E The administrator's primary professional concern will always be for the student and for the development of the student's potential. The administrator will therefore strive for professional growth and will seek to exercise the best professional judgment and integrity.
- C The administrator strives to achieve and sustain the highest degree of ethical conduct because s/he is aware of the importance of maintaining the respect and confidence of one's colleagues, of students, of parents, and of other members of the community.

District administrators shall comply with the following disciplinary principles. Violation of any of these principles shall subject the individual to revocation or suspension of the individual administrator's certificate, or the other penalties as provided by law.

l Obligation to the student requires the District administrator shall:

- : make a reasonable effort to protect the student from conditions harmful to learning and/or to the student's mental and/or physical health and/or safety;
- : not unreasonably restrain a student from independent action in pursuit of learning;
- : not unreasonably deny a student access to diverse points of view;
- ˆ not intentionally suppress or distort subject matter relevant to a student's academic program;
- ! not intentionally expose a student to unnecessary embarrassment or disparagement;
- { not intentionally provide classroom instruction to students in kindergarten through grade 3 on sexual orientation or gender identity;
- : not intentionally violate or deny a student's legal rights;
- { not harass or discriminate against any student on the basis of race, color, religion, sex, age, national or ethnic origin, political beliefs, marital status, handicapping condition, sexual orientation, or social and family background and shall make reasonable efforts to assure that each student is protected from harassment or discrimination; discrimination on the basis of race, color, national origin, or sex includes subjecting any student to training or instruction that espouses, promotes, advances, inculcates, or compels such student to believe any of the concepts listed in F.S. 1000.05(4)(a);
- ! not exploit a relationship with a student for personal gain or advantage;

~~Responsibilities Related to Allegations of Misconduct~~

~~Pursuant to F.S. 1001.42(7), the superintendent may not knowingly sign and transmit to any State official a report of alleged misconduct by instructional personnel or school administrators which affects the health, safety, or welfare of a student which the superintendent knows to be false or incorrect, or knowingly fail to adopt policies that require instructional personnel and school administrators to report alleged misconduct by other instructional personnel and school administrators, or that require the investigation of all reports of alleged misconduct by instructional personnel and school administrators, if the misconduct affects the health, safety, or welfare of a student. Violation of these provisions will result in the forfeit of the superintendent's salary for one (1) year.~~

~~Revised 8/14/18~~

~~Revised 2/9/21~~

- l : keep in confidence personally identifiable information obtained in the course of professional service, unless disclosure serves professional purposes or is required by law.

{ Obligation to the public requires that the District administrator shall:

- : take reasonable precautions to distinguish between personal views and those of any educational institution or organization with which the individual is affiliated;
- : not intentionally distort or misrepresent facts concerning an educational matter in direct or indirect public expression;

⌋ not use institutional privileges for personal gain or advantage; (see also Policy 1129, *Conflict of Interest*)

⌋ accept no gratuity, gift, or favor that might influence professional judgment; (see also Policy 1129, *Conflict of Interest*)

(NOTE: Pursuant to F.S. 112.313, no administrator shall solicit or accept anything of value including a gift (see F.S. 112.312), loan, reward, promise of future employment, favor, or service based upon an understanding that the vote, official action, or judgment of the administrator would be influenced thereby.)

⌋ offer no gratuity, gift, or favor to obtain special advantages. (see also Policy 1129, *Conflict of Interest*)

⌋ Obligation to the profession of education requires that the District administrator shall:

⌋ maintain honesty in all professional dealings;

⌋ not on the basis of race, color, religion, sex, age, national or ethnic origin, political beliefs, marital status, handicapping condition if otherwise qualified, or social and family background deny to a colleague professional benefits or advantages or participation in any professional organization;

⌋ not interfere with a colleague's exercise of political or civil rights and responsibilities;

⌋ not engage in harassment or discriminatory conduct which unreasonably interferes with an individual's performance of professional or work responsibilities or with the orderly processes of education or which creates a hostile, intimidating, abusive, offensive, or oppressive environment; and, further, shall make reasonable efforts to assure that each individual is protected from such harassment or discrimination;

⌋ not make malicious or intentionally false statements about a colleague;

⌋ not use coercive means or promise special treatment to influence professional judgments of colleagues;

⌋ not misrepresent one's own professional qualifications;

⌋ not submit fraudulent information on any document in connection with professional activities;

⌋ not make any fraudulent statement or fail to disclose a material fact in one's own or another's application for a professional position;

1⌋ not withhold information regarding a position from an applicant or misrepresent an assignment or conditions of employment;

1⌋ provide upon the request of a certificated individual a written statement of specific reason for recommendations that lead to the denial of increments, significant changes in employment, or termination of employment;

1⌋ not assist entry into or continuance in the profession of any person known to be unqualified in accordance with these *Principles of Professional Conduct for the Education Profession in Florida* and other applicable Florida statutes and State Board of Education rules;

- 13 self-report within forty-eight (48) hours to appropriate authorities (as determined by the District) any arrests/charges involving the abuse of a child or the sale and/or possession of a controlled substance;

Such notice shall not be considered an admission of guilt nor shall such notice be admissible for any purpose in any proceeding, civil or criminal, administrative or judicial, investigatory or adjudicatory.

In addition, District administrators shall self-report any conviction, finding of guilt, withholding of adjudication, commitment to a pretrial diversion program, or entering of a plea of guilty or Nolo Contendere for any criminal offense other than a minor traffic violation within forty-eight (48) hours after the final judgment. When handling sealed and expunged records disclosed under this rule, school districts shall comply with the confidentiality provisions of F.S. 943.0585(4)(c) and F.S. 943.059(4)(c).

- 14 report to appropriate authorities any known allegation of a violation of the Florida School Code or State Board of Education rules as defined in F.S. 1012.795(1);
 - 15 seek no reprisal against any individual who has reported any allegation of a violation of the Florida School Code or State Board of Education rules as defined in F.S. 1012.795(1);
 - 16 comply with the conditions of an order of the Education Practices Commission imposing probation, imposing a fine, or restricting the authorized scope of practice;
 - 17 as the supervising administrator, cooperate with the Education Practices Commission in monitoring the probation of a subordinate.
- C. No administrative staff member shall have any interest, financial or otherwise, direct or indirect; engage in any business transaction or professional activity; or incur any obligation of any nature that is in substantial conflict with the proper discharge of his/her duties in the public interest. (see also Policy 1129, *Conflict of Interest*)
- E. No administrator shall solicit or accept anything of value including a gift (See F.S. 112.312), loan, reward, promise of future employment, favor, or service, based upon an understanding that the vote, official action, or judgment of the administrator would be influenced thereby.

All District administrative staff members shall adhere to the ethical and disciplinary principles enumerated above.

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Responsibilities Related to Allegations of Misconduct

Pursuant to F.S. 1001.42(7), the superintendent may not knowingly sign and transmit to any State official a report of alleged misconduct by instructional personnel or school administrators which affects the health, safety, or welfare of a student which the superintendent knows to be false or incorrect, or knowingly fail to adopt policies that require instructional personnel and school administrators to report alleged misconduct by other instructional personnel and school administrators, or that require the investigation of all reports of alleged misconduct by instructional personnel and school administrators, if the misconduct affects the health, safety, or welfare of a student. Violation of these provisions will result in the forfeit of the superintendent's salary for one (1) year.

Revised 8/14/18
Revised 2/9/21

Neola 2019

Legal	F.S. 112.312
	F.S. 112.313
	F.S. 1001.42
	F.S. 1001.42(6)
	F.S. 1001.421

F.S. 1006.32

F.S. 1012.23

F.A.C. 6A-10.081

Last Modified by Jacquelin Collins on May 22, 2023

Book	Policy Manual
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Title	STUDENT SUPERVISION AND WELFARE
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Last Revised	November 18, 2022

1213 - STUDENT SUPERVISION AND WELFARE

Each administrator shall maintain a standard of care for the supervision, control, and protection of students commensurate with their assigned duties and responsibilities that include but are not limited to, the following:

- A. An administrator shall report immediately any accident or safety hazard, about which they are informed or detects to their supervisor as well as to other authorities or Authority staff members as may be required by established policies and procedures.
- B. An administrator shall report unsafe, potentially harmful, dangerous, violent, or criminal activities, or the threat of these activities, to the Superintendent and local public safety agencies and/or school officials in accordance with Policy 8406 - *Reports of Suspicious and Potential Threats to Schools*.
- C. An administrator shall require staff under their supervision to provide proper instruction in safety matters as presented in assigned course guides.
- D. An administrator shall not send students on any non-school related errands.
- E. An administrator shall encourage a student to discuss issues relating to the student's well-being with the student's parent, or shall facilitate the student's discussion of the issue with the parent.
- F. An administrator shall notify the parent of a student if there is a change in the student's services or monitoring related to the student's mental, emotional, or physical health or well-being and in the school's ability to provide a safe and supportive learning environment for the student. Notice shall be made as soon as reasonably possible. The administrator shall make a good faith effort to speak with the parent either in person or by telephone, with follow-up written notice by e-mail or U.S. mail.
- G. **Exception - Withholding of Information**
- H. An administrator is permitted to withhold information about a student's mental, emotional, or physical health or well-being from the parent if a reasonably prudent person would believe that the disclosure would result in abuse, abandonment, or neglect, as those are defined in F.S. 39.01. When information is withheld from a parent on this basis, the specific circumstances should be documented in the student's record (F.S. 1001.42(8)(c)2.)

Regardless of whether an administrator withholds information set forth herein, pursuant to State law and Policy 8462 (*Student Abuse, Abandonment, and Neglect*), any administrator who knows or has reasonable cause to suspect that a child or student has been abused, abandoned, or neglected by a parent, legal custodian, caregiver, adult, or other person responsible for the child's welfare, is required to report such knowledge or suspicion to the Florida Department of Children and Families via the central abuse hotline at 1-800-96-ABUSE (1-800-962-2873) or via face, web-based chat, or web-based report.

- I. An administrator may not discourage or prohibit parental notification of and involvement in critical decisions affecting a student's mental, emotional, or physical health or well-being.
- J. An administrator shall not inappropriately associate with students at any time in a manner which may give the appearance of impropriety, including, but not limited to, the creation or participation in any situation or activity which could be considered abusive or sexually suggestive or involve illegal substances such as drugs, alcohol, or tobacco. Any sexual or other inappropriate conduct with a student by any staff member will subject the offender to potential criminal liability and discipline up to and including termination of employment.
- K. An administrator shall not knowingly distribute to a minor any material that is obscene and harmful to minors, as defined in F.S. 847.012, in any format and/or by any manner. An administrator who knowingly distributes any such material to a minor also commits a felony under State law and is subject to disciplinary action up to and including termination.

- L. An administrator shall not disclose personally identifiable information about a student to third persons unless specifically authorized by law or the student's parent(s) to do so.
- M. An administrator who is transporting a student should not do so unless accompanied by another adult.
- N. A student shall not be required to perform work or services that may be detrimental to their health.
- O. Administrators are discouraged from engaging students in social media and online networking media, such as Facebook, Twitter, Instagram, etc.
- P. Administrators are expressly prohibited from posting any video or comment pertaining to any student on social network sites or similar forums, such as YouTube.

Since most information concerning a child in school, other than directory information described in Policy 8330, is confidential under Federal and State laws, any staff member who shares confidential information with another person not authorized to receive the information may be subject to discipline and/or civil liability. This includes, but is not limited to, information concerning assessments, grades, behavior, family background, and alleged child abuse.

Pursuant to the laws of the State and Governing Board Policy 8462, each administrator shall report to the proper legal authorities immediately any sign of suspected child abuse, abandonment, or neglect.

Revised 5/14/19
Revised 11/18/22

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Legal	F.S. 119.011
	F.S. 847.012
	F.S. 1001.42
	F.S. 1001.51
	F.S. 1002.22
	F.S. 1003.32
	F.S. 1006.07
	20 U.S.C. 1232
	34 C.F.R. Part 99

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Book Policy Manual
Section Vol. 23, No. 2, Jan. 2023 - Revisions
Title PAID LEAVE
Code po1430.03 jc 7/12/23
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Adopted April 12, 2016

1430.03 - PAID LEAVE

Administrators shall earn 13.33 hours of paid leave for each full month of employment. Leave may not be used before it is earned and credited.

A. Accrual

1. An employee who is in an active pay status, including leave with pay, shall earn leave for each month in which s/he receives pay for one (1) day more than half the number of work days during that month.
2. Leave shall be cumulative from year to year up to a maximum of 600 hours. If an administrator accumulates more than 600 hours, the additional hours may be used during that fiscal year. However, as of June 30th in any fiscal year, the maximum number of hours may not exceed 600.

B. Use

An employee taking leave shall notify the appropriate supervisor and file a Request for Leave before beginning the leave, if possible. In an emergency, the Request for Leave may be filed immediately following return to duty.

C. Transfer

To Other Authority Employees

An employee may donate (i.e., authorize transfer of) his/her accrued leave to another Authority employee. The authorizing employee must retain at least three (3) days of leave, as of the time of donation under this policy.

The recipient must provide documentation from the treating physician of the illness, accident, or injury for which leave is needed or the potential leave recipient has provided sufficient evidence of the necessity for the anticipated leave and must show that s/he has exhausted or is about to exhaust all paid leave to which s/he is entitled.

The person receiving the transfer may not use the donated leave until s/he has exhausted all of his/her own accrued leave.

Donated sick leave shall have no value for terminal pay.

(F.S. 1012.61(2)(e)2)

D. Terminal Pay for Sick Leave

Upon the retirement of an employee, s/he will be paid for leave accumulated through the end of the last full month worked. Leave accrued shall be compensated at their current hourly rate of pay.

Terminal pay may not exceed 600 hours.

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Legal F.S. 402.22, 1001.41, 1001.42(5), 1001.43(11), 1012.22, 1012.23, 1012.61
F.S. 1012.62, 1012.66

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Book	Policy Manual
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Title	PARENT AND FAMILY INVOLVEMENT IN THE SCHOOL PROGRAM
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Adopted	December 14, 2021

2111 - PARENT AND FAMILY INVOLVEMENT IN THE SCHOOL PROGRAM

The CCCCSA School Board recognizes and values parents and families as children's first teachers and decision-makers in education. The CCCCSA Board believes that student learning is more likely to occur when there is an effective partnership between the school and the student's parents and family. Such a partnership between the home and school and greater involvement of parents in the education of their children generally result in higher academic achievement, improved student behavior, and reduced absenteeism.

The Elementary and Secondary Education Act (ESEA), as amended by the Every Student Succeeds Act of 2015 (ESSA), defines the term 'parent' to include a legal guardian or other person standing in loco parentis (such as a grandparent or stepparent with whom the child lives, or a person who is legally responsible for the child's welfare). This definition is consistent with F.S. 1000.21, which defines the term 'parent' as 'either or both parents of a student, any guardian of a student, any person in a parental relationship to a student, or any person exercising supervisory authority over a student in place of the parent'.

For purposes of this policy, the term 'family' is used in order to include a child's primary caregivers, who are not their biological parents, such as foster caregivers, grandparents, and other family members and responsible adults who play a significant role in providing for the well-being of the child.

In cultivating partnerships with families and communities, the Board is committed to the following:

A. Relationships with Families

1. cultivating school environments that are welcoming, supportive, and student-centered;
2. providing coordination, technical support, and other support to assist schools in planning and implementing family involvement activities.³

B. Effective Communication

1. providing information to families to support the proper health, safety, and well-being of their children;
2. providing information to families about school policies, procedures, programs, and activities;^{2,3}
3. promoting regular and open communication between school personnel and students' family members;
4. providing information that will enable families to encourage and support their child(ren)'s academic progress, especially in the area of reading;¹
5. providing information that will enable families to encourage and support their child(ren)'s citizenship, especially social skills and respect for others;¹
6. providing information that will enable families to encourage and support their child(ren)'s realization of high expectations and setting life-long learning goals;¹
7. providing information and involving families in monitoring student progress;³
8. providing families with timely and meaningful information regarding Florida's academic standards, State and local assessments, and pertinent legal provisions;^{2,3}
9. preparing families to be involved in meaningful discussions and meetings with school staff.^{2,3}

C. Volunteer Opportunities

providing volunteer opportunities for families to support their children's school activities;^{1,3}

D. Learning at Home

1. offering training and resources to help families learn strategies and skills to support at-home learning and success in school; ^{1,2,3}
2. working with families to establish learning goals and help their children accomplish these goals; ¹
3. helping families to provide a school and home environment that encourages learning and extends learning at home. ^{1,2}

E. Involving Families in Decision Making and Advocacy

1. Involving families as partners in the process of school review and continuous improvement planning; ³

F. Collaborating with the Community

1. building constructive partnerships and connecting families with community-based programs and other community resources; ^{2,3}

Implementation

The Superintendent will provide for a comprehensive plan to engage parents, families, and community members in a partnership in support of each student's academic achievement, and to improve parent-teacher cooperation in such areas as homework, school attendance, and discipline. As required by F.S. 1014.05, the plan will include, but not be limited to, the following elements:

- A. A procedure for parents to learn about their child's course of study, including supplementary educational materials. See also Policy 2220, *Adoption of Courses of Study*; Policy 2521, *Instructional Materials Program*.
- B. A procedure for parents to object to instructional materials and other materials used in the classroom. Objections may be based on beliefs regarding morality, sex, and religion, or on the belief that such materials are harmful. See also Policy 2520, *Selection and Adoption of Instructional Materials*.
- C. A procedure for parents to withdraw their child from any portion of the comprehensive health education that relates to sex education or instruction in acquired immune deficiency syndrome (AIDS) education or any instruction regarding sexuality if the parent provides a written objection to their minor child's participation. Procedures must provide for parents to be notified in advance of such course content so that they may withdraw their minor child from those portions of the course. See also Policy 2417, *Comprehensive Health Education*.
- D. A procedure for parents to learn about the nature and purpose of clubs and activities offered at their minor child's school, including those that are extra-curricular or part of the school curriculum.
- E. Procedures for parents to learn about parental rights and responsibilities under general law, including:
 1. To opt their minor child out of any portion of the CCCCSA's District's comprehensive health education that relates to sex education instruction in AIDS education or any instruction regarding sexuality. See also Policy 5780, *Student/Parent Rights*.
 2. A plan to disseminate information about school choice options, including open enrollment. See also Policy 5121, *Controlled Open Enrollment*.
 3. To exempt their child from immunizations. See also Policy 5320, *Immunizations and Health Examination*.
 4. To review Statewide, standardized assessment results. See also Policy 2623, *Student Assessment*.
 5. To enroll their child in gifted or special education programs. See also Policy 2460, *Exceptional Student Education*.
 6. To inspect CCCCSA's District instructional materials. See also Policy 2521, *Instructional Materials Program*.
 7. To access information relating to the CCCCSA's District's policies for promotion or retention, including high school graduation requirements. See also Policy 5410.01, *Promotion, Acceleration, Placement and Retention*, and Policy 5460, *Graduation Requirements*.
 8. To receive a school report card and to be informed of their minor child's attendance requirements. See also Policy 5200, *Attendance*, and Policy 5420, *Reporting Student Progress*.
 9. To access information relating to the state public education system, state standards, report card requirements, attendance requirements, and instructional materials requirements.
 10. To participate in parent-teacher associations and organizations that are sanctioned by the Board or the Department of Education. See also Policy 5780, *Student/Parent Rights*.
 11. To opt out of any District-level data collection relating to their minor child not required by law. See also Policy 2605, *Research and Evaluation*.

The information required in this policy may be provided electronically or by posting on the District's or school's website.

Pursuant to State law, the Superintendent shall develop and annually disseminate:

- A. a parent guide to successful student achievement, consistent with the guidelines of FLDOE, which address what parents need to know about their child's educational progress and how parents can help their child(ren) achieve in school; and
- B. a checklist of parental actions that can strengthen parental involvement in their child's educational progress, consistent with the guidelines of FL DOE, to focus on academics, especially reading, high expectations for students, citizenship and communication.

¹Indicates Florida Statutory Requirements

²Indicates IDEA 2004 Section 650 & 644 parent involvement requirements

³Indicates Title I ~~Section 1118~~ parent involvement requirements in Subpart 1 - Basic Program Requirements

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[F.S. 1000.03](#)

[F.S. 1002.23](#)

Last Modified by Jacquelin Collins on May 24, 2023

Book	Policy Manual
Section	Vol. 23, No. 2, Jan. 2023 - Revisions
Title	PROGRAM OF INSTRUCTION
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Last Revised	November 18, 2022

2215 - PROGRAM OF INSTRUCTION

The CCCCSA's program of instruction shall provide all courses required for middle grades promotion, high school graduation, and appropriate instruction designed to ensure that students meet State Board of Education adopted standards in the following subject areas: reading and other language arts, mathematics, science, computer science and technology, social studies, foreign languages, health and physical education, and the arts.

Development of Program of Instruction

A program of instruction shall be developed and implemented by the Superintendent as follows:

A. Elementary School

The primary purpose of the elementary school shall be to serve each individual student by promoting opportunities for optimum learning development. The program of instruction in the elementary school shall promote the language arts, mathematics, social studies, science, health and physical education, music, art, and other disciplines as shall be considered necessary to a well-rounded elementary school program. A procedure shall be established by which schools may recommend for approval courses or programs to meet the unique needs of students. Each subject field shall, insofar as practicable, embrace in the materials used and in the teaching procedures employed, instruction in study and work habits, career awareness, library usage, safety, thrift, conservation, health and hygiene, citizenship, the establishment of purpose, and the development of character and morality. Provision shall be made for the inculcation of ideals of group and individual behavior; to this end, organized play, intramural sports and games, hobby groups, and other organized student activities shall be fostered.

B. Middle School

The primary purpose of the middle school shall be to promote an expanded educational experience to meet the needs of the students in the seventh and eighth grades of school. The CCCCSA program of studies and services adopted by the CCCCSA shall determine the specific offerings. An approval process shall be established by which schools may recommend courses or programs to meet the unique needs of students. Activities which offer desirable experience, such as band (or music), dance, visual arts, drama, creative writing, athletics, and student government, etc., shall be promoted.

C. Senior High School

The primary purpose of the senior high school shall be to promote education which fits the needs of all students. Courses shall be offered at a level which will challenge students to perform to their capacity. The CCCCSA shall determine the specific offerings. Library and counseling services shall be provided to enable educational objectives to be met. Student government, publications, drama, music, visual arts, a broad program of athletics, and social activities, etc., shall be promoted for the development of well-rounded citizens.

D. Instruction in Sexual Orientation/Gender Identity

Classroom instruction by school personnel or third parties on sexual orientation or gender identity may not occur in kindergarten through grade 3 or in other grades in a manner that is not age-appropriate or developmentally appropriate for students, in accordance with State standards.

Required Instruction

Instructional staff members, subject to Governing Board policy and State Board of Education rules, shall teach efficiently and faithfully, using the books and materials required that meet the highest standards of professionalism and historic accuracy, following the prescribed courses of study, and employment approved methods of instruction, the following:

- A. The history and content of the Declaration of Independence, including national sovereignty, natural law, self-evident truth, equality of all persons, limited government, popular sovereignty, and inalienable rights of life, liberty, and property, and how they form the philosophical foundation of our government.
- B. The history, meaning, significance, and effect of the provisions of the Constitution of the United States and amendments thereto, with emphasis on each of the ten (10) amendments that make up the Bill of Rights and how the constitution provides the structure of our government.
- C. The arguments in support of adopting our republican form of government as they are embodied in the most important of the Federalist Papers.
- D. Flag education including proper flag display and flag salute.
- E. The elements of civil government, including the primary functions of and interrelationships between the Federal government, the State, and its counties, municipalities, school districts, and special districts.
- F. The history of the United States, including the period of discovery, early colonies, the war for independence, the Civil War, the expansion of the United States to its present boundaries, the world wars, and the civil rights movement to the present. American history shall be viewed as factual, not as constructed, shall be viewed as knowable, teachable, and testable, and shall be defined as the creation of a new nation based largely on the universal principles stated in the Declaration of Independence.
- G. The history of the Holocaust (1933-1945), the systematic, planned annihilation of European Jews and other groups by Nazi Germany, a watershed event in the history of humanity, to be taught in a manner that leads to an investigation of human behavior, an understanding of the ramifications of prejudice, racism, and stereotyping, and an examination of what it means to be a responsible and respectful person, for the purposes of encouraging tolerance of diversity in a pluralistic society and for nurturing and protecting democratic values and institutions, including the policy, definition, and historical and current examples of anti-Semitism, as described in F.S. 1000.05(8), and the prevention of anti-Semitism.

The Superintendent will annually certify and provide evidence to the Florida Department of Education, in a manner prescribed by the Department, that the requirements of this paragraph have been met.

- H. The history of African Americans, including the history of African peoples before the political conflicts that led to the development of slavery, the passage to America, the enslavement experience, abolition, and the history and contributions of Americans of the African diaspora to society. Instructional materials shall include the contributions of African Americans to American society. Students shall develop an understanding of the ramifications of prejudice, racism, and stereotyping on individual freedoms, and examine what it means to be a responsible and respectful person, for the purpose of encouraging tolerance of diversity in a pluralistic society and for nurturing and protecting democratic values and institutions. Instruction shall include the roles and contributions of individuals from all walks of life and their endeavors to learn and thrive throughout history as artists, scientists, educators, businesspeople, influential thinkers, members of the faith community, and political and governmental leaders and the courageous steps they took to fulfill the promise of democracy and unite the nation. Instructional materials shall include the vital contributions of African Americans to build and strengthen American society and celebrate the inspirational stories of African Americans who prospered, even in the most difficult circumstances. Instructional personnel may facilitate discussions and use curricula to address, in an age-appropriate manner, how the individual freedoms of persons have been infringed by slavery, racial oppression, racial segregation, and racial discrimination, as well as topics relating to the enactment and enforcement of laws resulting in racial oppression, racial segregation, and racial discrimination and how recognition of these freedoms has overturned these unjust laws. However, classroom instruction and curriculum may not be used to indoctrinate or persuade students to a particular point of view inconsistent with the principles enumerated in F.S. 1003.42 or the State academic standards.
- I. The elementary principles of agriculture.
- J. The true effects of all alcoholic and intoxicating liquors and beverages and narcotics upon the human body and mind.
- K. Kindness to animals.
- L. The history of the State.
- M. The conservation of natural resources.
- N. Comprehensive age-appropriate and developmentally appropriate K-12 instruction on:
 - 1. health education that addresses concepts of community health, consumer health, environmental health, and family life, including:
 - a. injury prevention and safety;
 - b. Internet safety;
 - c. nutrition;
 - d. personal health;

- e. prevention and control of disease;
 - f. substance use and abuse; and,
 - g. prevention of child sexual abuse, exploitation, and human trafficking.
2. For students in grades 7 through 12, teen dating violence and abuse. This component must include, but not be limited to, the definition of dating violence and abuse, the warning signs of dating violence and abusive behavior, the characteristics of healthy relationships, measures to prevent and stop dating violence and abuse, and community resources available to victims of dating violence and abuse.
 3. For students in grades 6 through 12, awareness of the benefits of sexual abstinence as the expected standard and the consequences of teenage pregnancy.
 4. Life skills that build confidence, support mental and emotional health, and enable students to overcome challenges, including:
 - a. self-awareness and self-management;
 - b. responsible decision-making;
 - c. resiliency;
 - d. relationship skills and conflict resolution;
 - e. understanding and respecting other viewpoints and backgrounds; and,
 - f. for grades 9 through 12, developing leadership skills, interpersonal skills, organizational skills, and research skills; creating a resume, including a digital resume; exploring career pathways; using State career planning resources; developing and practicing the skills necessary for employment interviews; workplace ethics and workplace law; managing stress and expectations; and self-motivation.

Health education and life skills instruction and materials will not contradict the principles enumerated in F.S. 1003.42.

The health education curriculum will include basic training in first aid, including at least one (1) hour of cardiopulmonary resuscitation (CPR) instruction for students in grades 9 and 11.

See also Board Policy 2280 and Policy 2417.

O. Personal financial literacy and money management.

Each student must earn one-half (1/2) credit. Instruction must include discussion or instruction in all of the following: types of bank accounts offered, opening and managing a bank account, and assessing the quality of a depository institution's services; balancing a checkbook; basic principles of money management, such as spending, credit, credit scores, and managing debt, including retail and credit card debt; completing a loan application; receiving an inheritance and related implications; basic principles of personal insurance policies; computing Federal income taxes; local tax assessments; computing interest rates by various mechanisms; simple contracts; contesting an incorrect billing statement; types of savings and investments; State and Federal laws concerning finance.

P. Such additional materials, subjects, courses, or fields in such grades as are prescribed by law or by rules of the State Board of Education and the Board in fulfilling the requirements of law.

Q. The study of Hispanic contributions to the United States.

R. The study of women contributions to the United States.

S. The nature and importance of free enterprise to the United States economy.

T. Civic and character education on the qualities and responsibilities of patriotism and citizenship including, kindness, respect for authority, life, liberty, personal property, honesty, charity, racial, ethnic, and religious tolerance and cooperation. Additionally, for grades 11 and 12, the education shall include the topic of voting using the uniform primary and general election ballot described in F.S. 101.151. An integrated civic education curricula shall meet the requirements of F.S. 1003.44(6)(a).

U. In order to encourage patriotism, the sacrifices that veterans and Medal of Honor recipients have made in serving our country and protecting democratic values worldwide. Such instruction must occur on or before Medal of Honor Day, Veterans' Day, and Memorial Day. Members of the instructional staff are encouraged to use the assistance of local veterans and Medal of Honor recipients when practicable.

Efficient and faithful teaching of the required topics must be consistent with the State academic standards, the Benchmarks for Excellent Student Thinking (B.E.S.T.) Standards, and the principles stated in F.S. 1003.42. Efficient and faithful teaching further means that any discussion is appropriate for the age and maturity level of the students, and teachers serve as facilitators for

student discussion and do not share their personal views or attempt to indoctrinate or persuade students to a particular point of view that is inconsistent with the State academic standards and the B.E.S.T. Standards. Instruction on the required topics must be factual and objective, and may not suppress or distort significant historical events, such as the Holocaust, and may not define American history as something other than the creation of a new nation based largely on universal principles stated in the Declaration of Independence.

Resiliency Education Required Instruction

Civic and character education (see F.A.C. Rule 6A-1.094124), and life skills education that builds confidence and supports mental health, are combined to develop and prepare more resilient students. The District will provide annually a minimum of five (5) hours of data-driven instruction to students in grades 6-12 related to civic and character education and life skills education through resiliency education. Using the health education standards adopted in F.A.C. Rule 6A-1.09401, the instruction will advance each year through developmentally appropriate instruction and skill building and will address, at a minimum the following topics:

- 1 Strategies specific to demonstrating resiliency through adversity, including the benefits of service to the community through volunteerism.
- 2 Strategies to develop health characteristics that reinforce positive core values and foster resiliency, such as:
 - 3 empathy, perseverance, grit, gratitude, and responsibility;
 - 4 critical thinking, problem solving, and responsible decision-making;
 - 5 self-awareness and self-management;
 - 6 mentorship and citizenship; and
 - 7 honesty.
- 8 Recognition of signs and symptoms of mental health concerns.
- 9 Promotion of resiliency to empower youth to persevere and reverse the harmful stigma of mental health by reframing the approach from mental health education to resiliency education.
- 10 Strategies to support a peer, friends, or family member through adversity.
- 11 Prevention of suicide.
- 12 Prevention of the abuse of and addiction to alcohol, nicotine, and drugs.
- 13 Awareness of local school and community resources and the process for accessing assistance.

Instruction in Operation of Motor Vehicles

See Board Policy 2432.

Computer Science and Technology Instruction

'Computer science' is the study of computers and algorithmic process, including their principles, hardware, and software designs, applications, and their impact on society, and includes computer coding and computer programming.

The Board shall provide students in grades K-12 opportunities for learning computer science including, but not limited to, computer coding and computer programming. Computer science courses offered in middle and high schools shall include the opportunity to earn industry certifications, when possible. Coding instruction may be provided in elementary and middle schools. Instruction to develop students' computer usage and digital literacy skills may be provided in middle school.

Exemptions from Certain Instruction

Any student whose parent makes a written request to the Principal shall be exempted from the teaching of reproductive health or any disease, including HIV/AIDS, its symptoms, development, and treatment. A student so exempted will not be penalized by reason of that exemption.

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Revised 11/18/22

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[F.S. 1001.51](#)

[F.S. 1003.42](#)

[F.S. 1003.4205](#)

F.S. 1003.44

[F.S. 1003.48](#)

[F.S. 1007.2616](#)

F.A.C. 6A-1.094124

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Adopted	March 9, 2021

2271 - ARTICULATION AND ACCESS TO FLORIDA COLLEGE SYSTEM INSTITUTIONS

Postsecondary Enrollment Programs

The Governing Board recognizes the value to students and to the CCCCSA for students to participate in programs offered by accredited colleges and universities. The Superintendent will annually develop/revise articulation agreements jointly with postsecondary institutions to provide a comprehensive articulated acceleration program including, but not limited to, dual enrollment and early admission programs.

~~The Board will approve participation by~~ Students in grades 6 through 10, 11, and 12 who meet the State Board of Education's criteria, who meet eligibility criteria established under Florida law and by the State Board of Education may enroll in approved postsecondary programs while in attendance in the CCCCSA. Secondary students may also participate in career and career certificate dual enrollment that will enable them to earn industry certification. Students will be eligible to receive secondary credit for completing courses contained in any of these programs. Such credit will count toward graduation requirements.

No minor student may participate without the written consent of their parent(s) and legal guardian(s). and school principal.~~the high school principal.~~

Annually all secondary school students and their parents shall be informed of the options available to the students for all dual enrollment programs (as an educational option and mechanism for acceleration) and eligibility requirements.

~~The Postsecondary education institution are responsible for assigning will assign~~ a letter grade for the each student's work in their enrolled course, and ~~The CCCCSA is will~~ be responsible for posting dual enrollment course grades as assigned by the postsecondary institution to the high school transcripts. The Superintendent shall also establish procedures for the proper entry on a student's transcript and other records of his/her participation in a postsecondary program.

The CCCCSA may ~~shall~~ deny high school credit for any portion of postsecondary courses which are taken during the period of a student's expulsion. Any Lee County Public School student including any CCCCSA Students who ~~is~~ is expelled ~~is~~ is not eligible for enrollment or continuation in postsecondary courses during the period of expulsion except as determined by mutual agreement between the CCCCSA and the college or university. A student may lose the opportunity to participate in a dual enrollment course if the student is disruptive to the learning process such that the progress of other students or the efficient administration of the course is hindered.

Early College ~~Collegiate High School Program~~

The CCCCSA ~~Board,~~ follows the School District of Lee County's articulation agreement between in conjunction with Florida College System institutions and Lee County Schools to , develop ~~shall establish one (1) or more~~ early college~~collegiate high school~~ programs. ~~When creating a collegiate high school program, the CCCCSA follows SDLC's Board shall execute a contract with a local Florida College System institution that contains all the requirements set forth in F.S. 1007.273. The program shall be established a mutually agreeable location. Each contract must be executed by January 1st of each school year for implementation during the next school year.~~

The SDLC Board may execute a contract to establish a collegiate high school program with a State university or an institution that is eligible to participate in the William L. Boyd, IV, Florida Resident Access Grant Program, that is a nonprofit independent college or university located and chartered in this State, and that is accredited by the Commission on Colleges of the Southern Association of Colleges and Schools to grant baccalaureate degrees. Such university or institution must meet the requirements specified under F.S. 1007.273.

~~E~~Collegiate high school programs in the CCCCSA shall provide an option for participating public school students in grades 11 or 12 for at least one (1) full year to earn Career and Professional Education (CAPE) industry certifications pursuant to F.S. 1008.44 and to successfully complete thirty (30) credit hours through the dual enrollment program under F.S. 1007.271 toward the first year of college for an associate degree or baccalaureate degree while enrolled in the program.

Students participating in a early college~~collegiate high school~~ program must enter into a student performance contract which must be signed by the student, the parent, and a representative of the CCCCSA and the applicable Florida College System institution, State university, or other institution participating pursuant to State law. The performance contract shall include the schedule of courses, by semester, and industry certifications to be taken by the student, student attendance requirements, and course grade requirements.

Potential Benefits, Risks, and Consequences of Participation in Postsecondary Programs

The potential benefits of participating in postsecondary programs include the following:

- / expanded curriculum offerings;
- £ opportunities to study in more depth those areas of special interest or need;
- £ opportunities to earn college credits while still in high school;
- £ opportunities for financial support for taking college courses while still in high school; and,
- £ opportunities to experience college-level work and life prior to making final decisions about whether and/or where to attend college.

The potential risks of participation in postsecondary programs include the following:

- / increased student responsibility for learning because of less instructional guidance;
- £ reduced opportunities to participate in high school co-curricular and extra-curricular activities;
- £ increased financial obligations for tuition, books, materials, and fees, if college credit only is sought;
- £ potential loss of after-school employment opportunities;
- £ possible effect on grade point average and class standing;
- £ possible delay of graduation;
- £ increased time for travel, study, etc.; and,
- £ exposure to mature subject matter and materials, including those of a graphic, explicit, violent, or sexual nature that will not be modified because of the student's participation.

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Legal [F.S. 1007.233](#)
 [F.S. 1007.27](#)
 [F.S. 1007.271](#)
 [F.S. 1007.273](#)
 [F.S. 1008.44](#)

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Book	Policy Manual
Section	Vol. 23, No. 2, Jan. 2023 - Revisions
Title	CAREER AND TECHNICAL EDUCATION
Code	po2421 jc 6/20/23
Status	
Adopted	April 12, 2016
Last Revised	March 9, 2021

2421 - CAREER AND TECHNICAL EDUCATION

The Governing Board recognizes that education is a function of both knowledge and the application of knowledge. Education that ties abstract ideas to practical applications also prepares students to use their minds, as well as preparing them to be citizens, parents, and members of a civilized culture. Career and technical education and academic education are complementary, rather than exclusive.

Career and technical education will provide experiences that complement and reinforce academic concepts that are particularly amenable to contextualized learning in a distinct career area and provide occupationally specific skills.

The Board shall provide career and technical education program offerings that include, but are not limited to:

- A. job preparatory courses designed to provide students with the competencies necessary for effective entry into an occupation;
- B. exploratory courses designed to give students initial exposure to skills and attitudes associated with a broad range of occupations in order to assist them in making informed decisions regarding their future academic and occupational goals;
- C. practical arts courses designed to teach students practical generic skills which, although applicable in some occupations, are not designed to prepare students for entry into an occupation;
- D. career education instruction which is designed to strengthen and integrate basic academic skills and career/technical skills and occupational awareness;
- E. accelerated career and technical programs such as vocational dual enrollment designed to enable high school students to earn elective credit toward graduation and postsecondary credit toward an A.S. degree or a technical certificate.

Any effort to recruit students to participate in a particular career and technical program shall follow applicable State and Federal laws regarding provision of information.

Career and technical education program offerings are available to middle and high school students without regard to race (including anti-Semitism), color, national origin, sex (including sexual orientation, transgender status, or gender identity), age, disability (including HIV, AIDS, or sickle cell trait), pregnancy, or marital status, age (except as authorized by law), religion, military status, ancestry, or genetic information which are classes protected by State and/or Federal law. The Superintendent is to ensure that application forms for cooperative education programs contain a notice of nondiscrimination. The notice of nondiscrimination shall be part of the application forms provided to employers.

Procedures for program operation in accordance with applicable labor laws are incorporated in the Florida Department of Education, Curriculum Frameworks, and Student Performance Standards. Those documents are kept on file in the Superintendent's office.

Career-Themed Courses

The Authority shall offer at least two (2) career-themed courses at the middle and high school levels.

A "career-themed course" is a course, or a course in a series of courses, that leads to an industry certification identified in the CAPE Industry Certification Funding List pursuant to rules adopted by the State Board of Education. Career-themed courses have industry-specific curriculum aligned directly to priority workforce needs established by the regional workforce board or the Department of Economic Opportunity. Students completing a career-themed course will be provided opportunities to earn postsecondary credit if the credit for the career-themed course can be articulated to a postsecondary institution approved to operate in the State.

Industry Certification in Industry-Certified Career Education Programs

Secondary schools offering career-themed courses and career and professional academies shall enable students in such programs to earn industry certification in an industry that is:

- A. within an industry that addresses a critical local or Statewide economic need;
- B. linked to an occupation that is included in the workforce system's targeted occupation list; or
- C. linked to an occupation that is identified as emerging.

To earn industry certification, the student must demonstrate the required proficiency on an assessment evaluated by an independent, third-party certifying entity using predetermined standards for knowledge, skills, and competencies.

The Board further expects that students who successfully complete the curriculum of the career-themed courses that are established at the middle school level will have the opportunity to earn an industry certificate, high school credit, and participate in career planning, job shadowing, and business leadership development activities.

The Board encourages the Superintendent to forge partnerships with local businesses in the development of career-themed courses. These partnerships will help prepare students for the State's workforce needs, as well as help attract, expand, and retain targeted, high-value industry and jobs in the community.

The Authority's career-themed courses should increase student academic achievement and graduation rates through integrated academic and career curriculum. Each middle school career exploration program, middle, and high school career-themed courses leading to industry certification, and high school graduation requirements shall be aligned.

Revised 8/14/18

Revised 3/9/21

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Legal	F.S. 445.004
	F.S. 445.006
	F.S. 446 et seq.
	F.S. 450.081
	F.S. 1000.05
	F.S. 1001.42
	F.S. 1003.01
	F.S. 1003.4156
	F.S. 1003.428
	F.S. 1003.491
	F.S. 1003.492
	F.S. 1003.493
	F.S. 1003.4935
	F.S. 1004.91
	F.S. 1004.92
	F.S. 1007.271
	F.S. 1009.21
	F.S. 1009.22

F.S. 1009.26
F.S. 1009.536
F.S. 1011.62
F.S. 1011.80
29 U.S.C. 201
29 U.S.C. 202
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29 U.S.C. 218c
29 U.S.C. 219

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Book	Policy Manual
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Title	SERVICE LEARNING
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2575 - SERVICE LEARNING

Service learning programs and activities may be established, expanded, and institutionalized for Authority students in kindergarten through grade 12.

For purposes of this policy, service learning is a student-centered, research-based teaching and learning strategy that engages students in meaningful service activities in the students' school and community.

The Authority's academic curricula may include service learning activities that are tied directly to course content, standards, and course, Authority or State assessments in grades kindergarten through 12. The purpose of these activities will be to foster academic achievement, character development, civic engagement, and career exploration. These activities will enable students to apply curriculum content, skills, and behaviors that are taught in the classroom while performing meaningful community service.

The Superintendent is authorized to include service learning programs developed and adopted by the Florida Department of Education (FLDOE) in the Authority's middle and high school curriculum and to include such course codes in the Authority's academic program that is recommended to the Governing Board for approval.

[**x**] Beginning with the class of 2____, all students who graduate from a CCCCSA high school shall perform __100__ (____) hours of community service as an individual graduation requirement and as an eligibility requirement for participation in the Florida Bright Futures Scholarship Program. For purposes of the Florida Bright Futures Scholarship Program, paid work hours also fulfill the community service hours requirement.

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F.S. 1009.53

F.A.C. 6A-20.028

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Legal F.S. 1001.32, 1003.428, 1003.43, 1003.497

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Book	Policy Manual
Section	Vol. 23, No. 2, Jan. 2023 - Revisions
Title	DESIGNATION OF A NEW POSITION
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3111 - DESIGNATION OF A NEW POSITION

The Governing Board recognizes the need to establish positions that, when filled by competent, qualified instructional staff members, will assist the Authority in achieving the educational goals set by the Board. The Authority employs only U.S. citizens and others lawfully authorized to work in the United States.

~~The Superintendent shall verify all new full-time and part-time employees' right to work in the United States according to Federal law.~~

Subject to the recommendation of the Superintendent, the Board shall designate new positions pursuant to the job descriptions developed in accordance with Policy 3600 and set the initial salary for new positions not currently covered by a valid collective bargaining agreement.

When designating new positions, primary consideration shall be given to:

- A. the number of students enrolled;
- B. the special needs of the students;
- C. the operational services of the Authority.

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Legal	8 U.S.C. 1255a
	F.S. 1001.42, 1012.22, 1001.42(5)
	Federal Immigration Reform and Control Act of 1986

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Book	Policy Manual
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Title	EMPLOYMENT OF INSTRUCTIONAL STAFF
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Last Revised	November 18, 2022

3120 - EMPLOYMENT OF INSTRUCTIONAL STAFF

The Governing Board recognizes that it is vital to the successful operation of the Authority that positions created by the Board be filled with highly qualified and competent personnel.

The Board may establish reciprocal certification agreements with other Florida school districts whose employment and/or certification requirements are comparable to those of The School Board of Lee County.

For purposes of this policy, instructional staff includes: classroom teachers, librarians/media specialists, guidance counselors, social workers, career specialists, school psychologists, other instructional staff (such as: primary specialists, learning resource specialists, instructional trainers, and adjunct educators), and additional Authority defined positions including, registered nurses, audiologists, and speech pathologists.

The Board shall require a candidate for employment with an out-of-district certificate not comparable to The School Board of Lee County certification to complete all requirements for initial employment and certification.

The Superintendent shall also conduct employment history checks of all candidates for instructional staff positions. The employment history check shall include, but not be limited to, contacting any previous, reviewing each affidavit of separation from previous employers pursuant to FS 1012.31, employer and screening the candidate through the use of the screening tools described in State law. If contact with (a) previous employer(s) cannot be made, the Superintendent shall document the efforts made to do so.

Any instructional staff member's misstatement of fact material to qualification for employment or the determination of salary shall be considered to constitute grounds for dismissal.

A candidate shall be disqualified from employment in any position that requires direct contact with students if the candidate is ineligible for such employment under F.S. 1012.315, or if the candidate has been terminated or resigned in lieu of termination for sexual misconduct with a student.

A person is ineligible for educator certification or employment in any position that requires direct contact with students if the person is on the disqualification list maintained by the department pursuant to F.S. 1001.10(4)(b), is registered as a sex offender as described in 42 U.S.C. 9858f(c)(1)(C), would be ineligible for an exemption under F.S. 435.07(4)(c), or has been convicted or found guilty of, has had adjudication withheld for, or has pled guilty or nolo contendere to any of the felony offenses listed in F.S. 1012.315.

The Board shall approve employment, upon the recommendation of the Superintendent.

Upon Board approval of employment, each instructional staff member shall execute a written contract as required by State law and Policy 3128 - Contracts: Instructional Personnel

INSTRUCTIONAL PERSONNEL

Qualifications of instructional personnel shall be as required by law and Florida Administrative Code. To be eligible for appointment in any position in the Authority, a person must be of good moral character; must have attained the age of eighteen (18) years; and must, when required by law, hold a certificate or license issued under rules of the State Board of Education or the Department of Children and Family Services, except when employed pursuant to F.S. 1012.55 or under the emergency provisions of F.S. 1012.24. Previous residence in this State shall not be required in any school of the State as a prerequisite for any person holding a valid Florida certificate or license to serve in an instructional capacity.

Any employee who does not achieve a passing score on any subtest of the general knowledge examination will be provided information regarding the availability of State-level and Authority-level supports and instruction to assist him/her in achieving a passing score. Such information will include, but is not limited to, State-level test information guides, Authority preparation resources, and preparation courses offered by State universities and Florida college system institutions.

CERTIFICATION

A. State Certification

For purposes of this policy, "primary instructor" refers to any instructional employee of a Florida public school district who provides direct support in the learning process by planning, delivering, and evaluating instruction, including through virtual or blended environments, for all students during the entire class period.

Teachers who teach in classes for which FEFP funds are earned shall be certified teachers as defined in F.S. 1012.56 and the Florida State Board of Education Administrative Rule, F.A.C. 6A-1.0503 and 6A-1.0502.

B. In-Field

To be considered "in-field", a primary instructor must meet one of the following qualifications:

1. the teacher is assigned to a course covering subject matter for which the teacher holds a certificate per F.S. 1012.55;
or
2. demonstrates sufficient subject matter expertise as determined by F.A.C. 6A-1.0503, (2)(a)-(h).

F.S. 1012.42

C. Authority Certification

~~It is the intent of the Board that nondegree vocational instructional personnel possess the credentials, knowledge, and/or expertise necessary to provide quality education in The School Board of Lee County. The purpose of Authority certification is to provide evidence of instructional qualifications in order to protect the interest of students, parents, and the public. The requirements for Authority certification may be found in The School Board of Lee County Nondegree Vocational Employment and Certification Procedures.~~

~~The Board may revoke an Authority certificate for cause. The application fee for the Authority Vocational Certificate shall be the same as a State Issued Educator's Certificate.~~

([] District/CCCCSA Adjunct Teaching Certification)

The CCCCCA shall issue an adjunct teaching certificate to any applicant who fulfills the requirements of State law and who has subject-area expertise in the subject to be taught. An applicant will be considered to have expertise in the subject matter to be taught if the applicant demonstrates sufficient subset-area mastery through passage of a subject-area test. An adjunct teaching certificate may be for a part-time or full-time teaching position; however, an adjunct teaching certificate issued for a full-time teaching position is valid for no more than three (3) years and is nonrenewable. The District will post requirements on its website for the issuance of an adjunct teaching certificate, including the subject area test through which an applicant demonstrates subject area mastery.

Annually, the District will report to the FLDOE the number of adjunct teaching certificates issued for part-time and full-time teaching positions pursuant to this provision.

NONCERTIFICATED INSTRUCTIONAL PERSONNEL

The Superintendent is hereby authorized to select and recommend noncertificated instructional personnel for appointment, pursuant to State Board of Education Rule F.A.C. 6A-1.0502, in a critical teacher shortage area, as identified by the Board. To be eligible for employment under this provision, such individuals must hold a Bachelor's or higher degree and possess expert skill in or knowledge of a particular subject or talent, but not hold a Florida teaching certificate. Instructional personnel employed under this policy will not be entitled to receive a contract and shall be governed by the criteria found in The School Board of Lee County Noncertificated Instructional Personnel Procedures.

CERTIFICATED PERSONNEL

Any person employed in a position requiring certification shall possess a valid certificate issued pursuant to Florida law or issued by The School Board of Lee County and shall file said certificate with the Superintendent.

ALTERNATIVE CERTIFICATION

The alternative certification program is a competency-based program designed to expand the pool of educators to include non-education majors committed to making a positive impact on student achievement. The procedures for this program may be found in The School Board of Lee County Alternative Certification Program.

LICENSED PERSONNEL

Speech pathologists, occupational therapists, physical therapists, and audiologists will receive contracts, salary, and benefits. To be eligible for employment these individuals must hold a license to practice in the State of Florida.

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Revised 3/9/21
Revised 12/14/21

Revised 11/18/22

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Legal

[F.S. 1012.01](#)

[F.S. 1012.22](#)

[F.S. 1012.24](#)

[F.S. 1012.27](#)

[F.S. 1012.315](#)

[F.S. 1012.32](#)

[F.S. 1012.33](#)

[F.S. 1012.42](#)

[F.S. 1012.55](#)

[F.S. 1012.56](#)

[F.S. 1012.57](#)

[F.A.C. 6A-1.0502](#)

[F.A.C. 6A-1.0503](#)

[20 U.S.C. 6301](#)

[20 U.S.C. 7801](#)

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